Guide for Accredited Private School Planning and Results Reporting, 2006-2009

Requirements for Three-Year Education Plans (June 2006) and AERRs (November 2006 and 2007)

Updated June 2006

Alberta
EDUCATION

Guide for Accredited Private School Planning and Results Reporting, 2006-2009©

Requirements for private school authorities and their schools.

This guide is intended for funded, accredited private schools that provide a complete elementary, junior high and/or senior high school program.

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Education Planning and Results Reporting, 2006-2009

Requirements for Alberta accredited private school authorities and their schools

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What's changed?

	Page
Background	
• Reference to Section 78 of the *School Act*, which deals with reporting accountability information	1-3 to 1-6
Private School Authority Plans and AERRs	
• Due date for 2006-2009 education plans extended to June 30, 2006.	2-2
• Starting in May 2006, Alberta Education will provide dropout and returning rates, high school completion rates, post-secondary transition rates and the revised diploma examination participation rates to accredited private schools for use in three-year education plans and AERRs.	2-6
• As in earlier years, private school authorities submit their updated three-year education plans and AERRs to Alberta Education.	3-2
• Starting summer 2006, Alberta Education will renew the private school's updated three-year education plan and previous year's AERR as part of the annual approval to operate (AOP). For 2006/07, the private school will send an e-mail to the zone director with the web links to the updated three-year education plan for 2006/07 to 2009/09 and to the November 2006 AERR. Alternatively, if the school does not have a web site, the documents can be sent as e-mail attachments to the zone director.	3-2
• A sample plan format has been incorporated into the guide and is available as a separate Word document on the Ministry's web site if the school authority wishes to use it. The format is optional and replaces the prototype provided separately in previous years. The private school authority may use a different format as long as the required information is included in the three-year education plan.	Appendix A
Deletions	
• Information on performance measurement and on conducting surveys are no longer included as appendices in the document. These materials are posted as stand-alone documents on the Planning Resources page on Alberta Education's web site.	

Background

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Section 16(2) of the *Government Accountability Act* requires organizations under the jurisdiction of government ministries to prepare business plans and annual reports for each fiscal year "in the form and at a time acceptable to the Minister." Section 78 of the *School Act* requires school boards to use accountability information and report it to students, parents and the public in a manner the minister prescribes.

This guide has been prepared to assist Alberta's accredited private school authorities in preparing, updating and reporting on their three-year education plans. Accredited private school authority plans and reports align with and build on Alberta Education's vision, mission, goals and outcomes for the basic education system. In this way, they help ensure that the entire learning system is focused on key priorities that meet the educational needs of Alberta students. At the same time, accredited private school authority plans and reports incorporate local goals, priorities and outcomes that reflect the unique characteristics and circumstances of their communities. In short, they reflect local needs and priorities within the context of a province-wide framework.

Accountability Framework

Accountability in the basic education system is an ongoing cycle that enables continuous improvement and critical reflection. Key components are measuring progress and using results to inform decision making. For accredited private school authorities, the cycle involves:

- developing plans aligned with provincial goals and outcomes;
- incorporating community input;
- identifying and implementing strategies to improve student learning;
- allocating resources to achieve goals and improve results;
- monitoring progress;

- measuring and assessing results;
- using results to identify priorities and design or adjust strategies; and
- communicating with stakeholders (staff, learners, parents, parent advisory councils (if applicable), the public, and Alberta Education) about private school plans and results.

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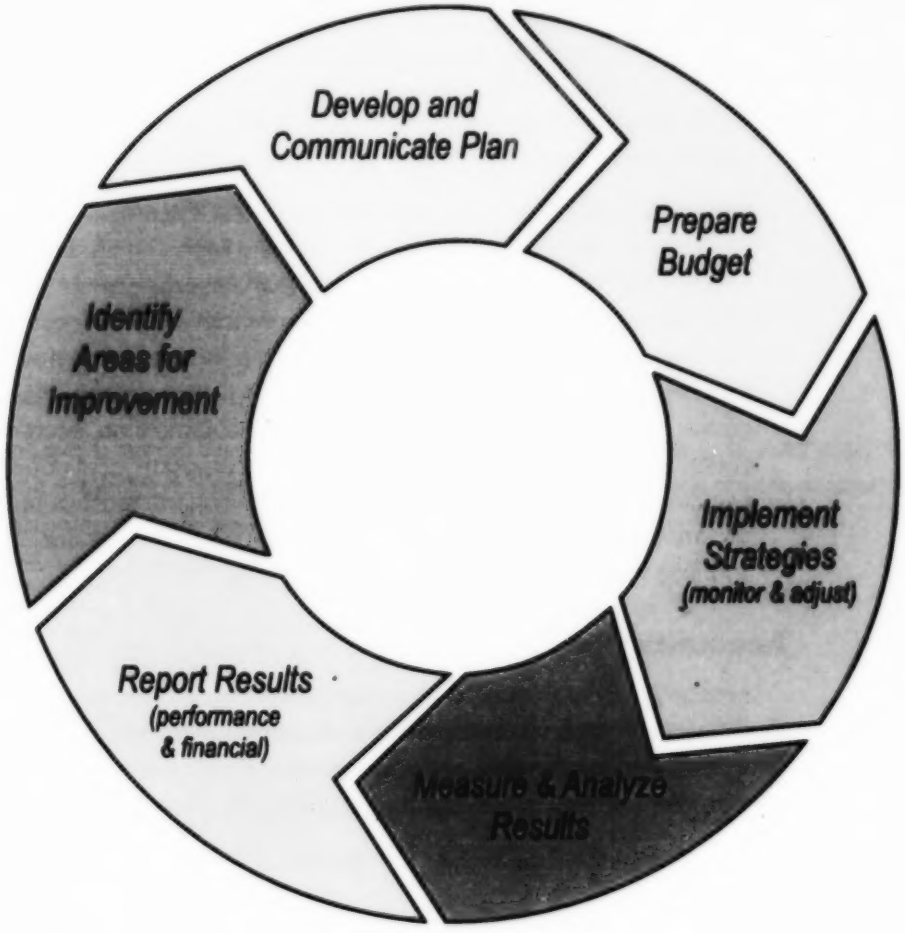
Performance Management Cycle for School Authority Accountability


Develop and Communicate Plan
Prepare Budget
Implement Strategies (monitor & adjust)
Measure & Analyze Results
Report Results (performance & financial)
Identify Areas for Improvement

- measuring and assessing results;
- using results to identify priorities and design or adjust strategies; and
- communicating with stakeholders (staff, learners, parents, parent advisory councils (if applicable), the public, and Alberta Education) about private school plans and results.

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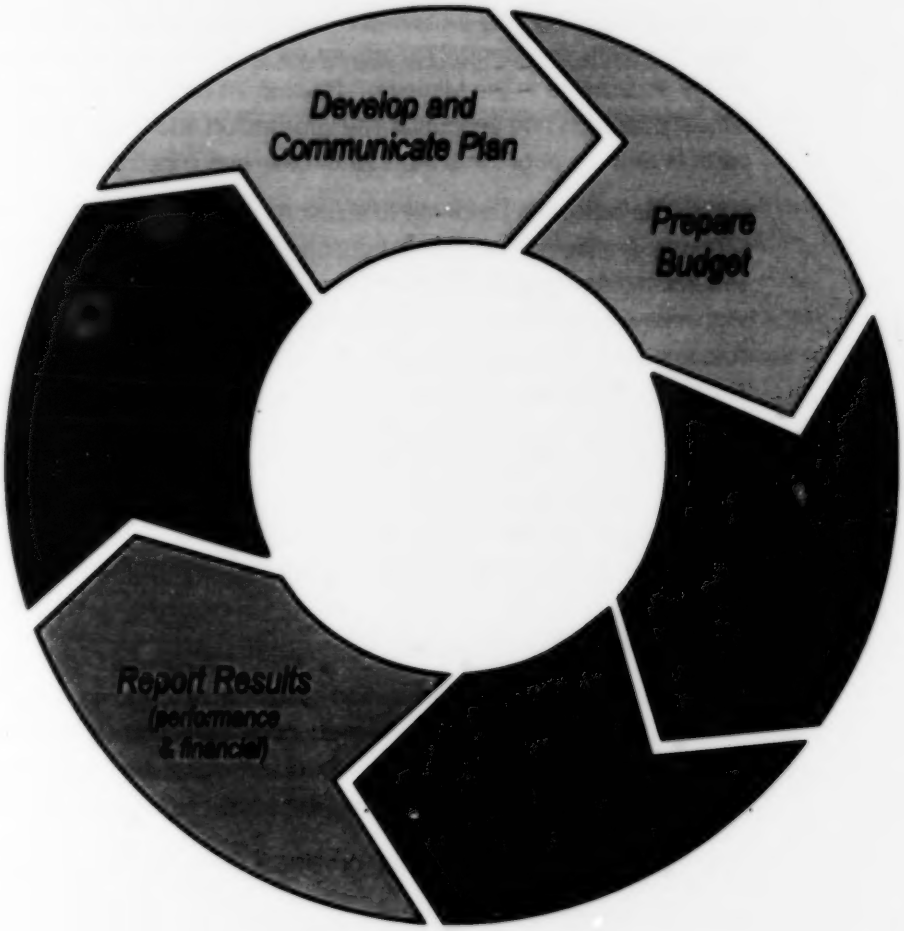
Performance Management Cycle for School Authority Accountability



Section

2

Education Plans for Accredited Private School Authorities

An Overview of the Process

Preparing Education Plans

The education plans prepared by accredited private school authorities encompass a three-year cycle, updated each year and aligned with Alberta Education's three-year plan. As one year is completed, another is added. At the same time, strategies and priorities are adjusted in response to the past year's performance results and changes in the operating environment. This approach allows private school authorities to be responsive to students and community needs while focusing on continuous improvement and maintaining continuity from year to year.

The ultimate responsibility for a private school authority's three-year education plan rests with the board of directors that is accountable for the plan. The board of directors provides overall direction for the education plan. In consultation with parents, the board of directors and school staff and other stakeholders in their community, the private school authority administration develops a planning process that meets private school authority needs and is responsible for preparing the content of the plan for approval by the board of directors.

Updating Education Plans

Private school authorities update their three-year education plans each year. Annual updates take the following considerations into account:

- private school authority results
- input from stakeholders such as parent advisory councils, students, parents and the school community
- available resources

- Alberta Education's annual three-year business plan and performance results.

Although entirely new plans are prepared infrequently; components such as strategies and targets are updated each year, and components such as the vision, mission and beliefs (foundation statements) should be revisited and refreshed every few years. Such reviews are particularly appropriate when a new board begins its term.

Communicating Education Plans

Three-year education plans are public documents. Private school authorities are encouraged to use a variety of methods to communicate their plans and their achievements to the broader school community. Appropriate tools may include newsletter inserts, brochures, private school authority report cards and community meetings.

A private school authority education plan must identify how the plan was or will be communicated to the school community.

Reviewing Education Plans

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Private school authorities submit their updated three-year plans to Alberta Education each year. These plans are reviewed by education managers as part of the Annual Operating Plan (AOP) approval process and during regularly scheduled on-site monitoring. Reviews focus on alignment with provincial requirements and commitment to improvement, specifically evidence that prior years' results have been taken into account and the plan includes actions (strategies) to improve performance where there are shortfalls.

Due Dates

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Three-year education plans for private school authorities are due by May 31 each year. The deadline for completing the 2006-09 education plan has been extended to June 30, 2006.

The Components and Requirements of Education Plans

[Components are required unless otherwise identified. Components are defined in Appendix F, pages 23-24]

Education plans for 2006/07 – 2008/09 include the following components:

- A **message** from the board chair (optional).
- An **accountability statement**, worded as follows:
  The Education Plan for (name of private school authority) the three years commencing September 1, (year) was prepared under the direction of the private school authority's Board of Directors in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board of Directors is committed to achieving the results laid out in this plan.
- Information on how the plan was or will be communicated to parents and the school community. Also include a link to the plan posted on the private school authority's website.
- **Foundation statements** (optional) (i.e., vision, mission, principles and beliefs) that articulate the private school authority's values and purpose. If included, these are consistent with the corresponding statements in Alberta Education's business plan.
  - **vision:** describes a possible and desired future state that the authorities strives to achieve; it focuses on student achievement and programs or services that maximize student learning.
  - **mission:** provides a clear, concise description of the private school authority's purpose and role.
  - **principles and beliefs:** provide statements of the principles and beliefs that guide the private school authority's decision-making.
- A **profile of the private school authority** (optional). Profiles include information about the authorities, such as:
  - characteristics of communities and students
  - education programs

- schools (size, location and other details)
- planning environment, including emerging trends and issues that affect operations.

- **Provincial goals, related outcomes, priorities, performance measures and targets.** Required goals, outcomes and performance measures are listed on page 2-6.

  For each outcome, include:

  - Strategies to achieve the outcome and address student learning needs
  - the required performance measures and the most recent year of private school authority results; local measures optional.

  The following information for required performance measures:

  - For achievement tests, include private school authority and provincial cohort results and targets for each subject and grade, and for overall results (all subjects and grades combined).
  - For diploma exams, include private school and provincial results for all exams and targets for Social Studies 30 and 33.
  - Set improvement targets for required measures for which there is more than one year of comparable data, as follows:
    - a target for the first year of the plan when there are two years of results,
    - targets for two years when there are three years of results,
    - targets for all three years of the plan when there are four or more years of results.

      Notes:

      - See Appendix C for information on target setting.
      - Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

  Additional local goals are optional. If included, outcomes, strategies and performance measures for each are needed.

- **Budget highlights.** This section presents highlights from the private school authority's budget for the first year of the three-year plan in a way that is easily understood, transparent and meaningful to the school community. Budget highlights must provide key financial

information about the upcoming school year, focusing on anticipated material changes from the current year. This section may refer to budgeted changes in enrolment, certificated and un-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses. This section must include:

- Guiding principles the private school authority uses in financial planning.
- Charts/tables that summarize information from the private school authority's budget.
- Information on how to access the private school authority's Budget Report Form.

- **Highlights of facility and capital plans.** (optional) This section, if included, presents information of interest to parents and the school community on capital projects, such as:
  - A brief description of major school renewal or construction projects underway or planned over the next three years (if applicable) and their benefit to students *[which students, programs]*.
  - A brief description of the private school authority's capital priorities.
  - How to access more detailed information on the private school authority's facility and capital plans.

A sample plan format is provided in Appendix A. It also is posted as a separate document on the Alberta Education website in Word to download and use if you wish. It is available at:
http://education.gov.ab.ca/educationsystem/planning.asp

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Required Goals, Outcomes, and Performance Measures

Listed below are all the required goals, outcomes and performance measures for private school authority three-year education plans for 2006/07 to 2008/09.

Goal 1: High Quality Learning Opportunities for All

Outcome: The education system meets the needs of all K-12 students, society and the economy.

- Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Percentage of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, career counseling, library services, supports for students with special needs). Clarified wording

Outcome: Schools provide a safe and caring environment for students.

- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Outcome: Children at risk have their needs addressed through effective programs and supports.

- Annual dropout rate of students age 14 to 18 (for high school programs).
- Percentages of students, parents and teachers who agree that services and supports for students at risk are easy to access and timely (for K – 9 private schools).

Outcome: Students complete programs.

- Percentages of students who completed high school within **three** years of entering Grade10 (for high school programs). Note change in bold.

Goal 2: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards.

- Percentages of students who achieve the acceptable standard, and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results). Targets are required for each grade and subject at the acceptable and excellence levels, and for the overall results (combined all subjects and grades). Reporting results for writers is optional.
- Percentages of students who achieve the acceptable standard and percentages who achieve the standard of excellence on diploma examinations. **(Targets required for Social Studies 30 and 33 diploma examinations.)**
- Diploma examination participation rates (for high school programs). Revised
- Percentages of Grade 12 students eligible for Rutherford scholarships.

Outcome: Students are well prepared for lifelong learning.

- High school to post-secondary transition rate within **four** years of entering Grade 10 (for high school programs). Note change in bold.
- Percentages of parents, teachers and students who are satisfied that students are prepared for lifelong learning (for K-9 schools).

Outcome: Students are well prepared for employment.

- Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Outcome: Students model the characteristics of active citizenship.

- Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Goal 3: Highly Responsive and Responsible School Authority

Outcome: Improved results through effective working relationships with partners and stakeholders.

- Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.

Outcome: The school authority demonstrates leadership and continuous improvement.

- Percentages of teachers and parents indicating that their school has improved or stayed the same the last three years.
- Percentages of teachers who agree that professional development opportunities made available through the school authority are focused on school priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth. Clarified wording

Notes:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- Results for the following performance measures will be provided by Alberta Education starting in May 2006: dropout and returning rates, high school completion rates, high school to post-secondary transition rates and diploma examination participation rates.
- The required provincial outcomes and survey measures in the table above may be adapted to reflect the perspective or focus of the school but must retain the same general intent.

Results Report

An Overview of the Process

Preparing Results Reports

Each year, private school authorities measure their performance and report on their progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR). The performance measure results are a primary source of information for assessing and reporting on performance, and for determining where improvements are needed.

The annual results report informs stakeholders where the private school authority is in relation to where it wants to be in achieving its goals and outcomes. It demonstrates that the Board of Directors is accountable for results and for the wise use of resources to provide quality programs for students and to address areas for improvement. AERRs provide private schools with the opportunity to summarize their accomplishments, in addition to reporting on performance.

In preparing their results reports, private school authorities compile and assess information that pertains to the performance measures identified in their three-year education plans. This information comes from:

- Alberta Education (which provides results for provincially required student outcome measures on the Extranet):

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  - results from provincial achievement tests and high school diploma examinations, high school completion, dropout, post-secondary transition, diploma examination participation rates and Rutherford scholarship rates;

- School authority sources, including surveys[1] used to collect information for local performance measures.

Reporting-Related Communications

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Annual education results reports are public documents. Private school authorities are required to share their AERR with their school community, make it available to Alberta Education and forward it to their zone director. Private schools are also encouraged to use tools such as websites, newspaper inserts, brochures and community meetings to make the information more broadly accessible.

AERR information that is summarized for wider distribution to the school's community and the public must include results for all required performance measures in the private school authority's three-year education plan.

A private school authority's annual education results report must be approved by the Board of Directors and be kept on file. The report must be available to community members and department staff upon request and must identify how the information in the report was or will be communicated to the school community.

Reviewing Results Reports

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Private school authorities submit their AERR to Alberta Education. Alberta Education will review the previous year's AERR as part of the AOP process each year and during regular onsite monitoring.

Due Dates

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Private school authorities' annual education results reports are **to be completed by November 30** of each year, for the previous school year. Indicate to the zone director by e-mail that the AERR has been posted on the school's website and provide the web link to the document. Alternatively, if the private school does not have a web site, provide the AERR to the zone director as an e-mail attachment by November 30.

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[1] To support private school authorities in their local efforts to survey stakeholders, Alberta Education prepared a useful handbook, *How to Conduct Satisfaction Surveys: A Practical Guide to Conducting Surveys within Alberta's Education System*. The handbook can be downloaded from the department's website: <http://www.education.gov.ab.ca/educationsystem/Satisfaction>.
The Alberta Education surveys used to collect information for jurisdiction education results reports may provide useful examples for private school authorities, and are available in PDF format on the department's website: <http://www.education.gov.ab.ca/educationsystem/Satisfaction>

Reviewing Annual Education Results Reports

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Alberta Education staff review private school authorities' annual education results reports to:

- enhance the department's understanding of private school results
- determine whether implications of results for the next update of the school authority plan have been considered, e.g. how shortfalls in performance will addressed
- monitor compliance with provincial requirements
- ensure consistency with the related education plan
- identify ways Alberta Education can support private school results reporting and improvement efforts; and
- identify implications for the department's planning and priorities.

The department prepares a summary report of the findings for use by ministry staff that also is shared with private school administrators.

The Components of an Accredited Private School Annual Education Results Report for 2006/07

(due November 30, 2007)

[Components are required unless otherwise specified.]

Annual education results reports include the following components:

- A **message** from the board chair (optional)
- An **accountability statement**, worded as follows:
  The annual education results report for ***(name of private school authority)*** for the ***(year)*** school year was prepared under the direction of the board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our authorities. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.
- Information on how the report was or will be communicated to parents and the school community.

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- Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including provincially funded initiatives and programs (e.g., AISI, SHIP, ECS) as appropriate, as well as performance highlights (results of all required measures).
- Report the private school authority's performance measures results in relation to their goals and outcomes (see page 2-6) for list of required measures), including:
  - the most recent five years of authority results; for provincial achievement tests and diploma exams, also include provincial results,

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  - the 2006/07 results in relation to private school authority targets for that year; for achievement tests also report the provincial targets
  - for high school completion rates, report five years of four- and five-year rates as well as the three-year rates
  - for post-secondary transition rates, report multi-year six-year rates as well as the four-year rates
  - assessment of results (e.g., improved, no change, declined; met or did not meet targets) and contextual information, such as factors affecting performance.

    Note: Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- Identify **future challenges**, including areas for improvement and how the authority will address these.
- **Summary of financial results:**
  - provide key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus, and capital reserves,
  - include program expenditure information in a table or graph format for the primary audience – parents and other members of the community;
  - indicate how the reader can access additional information, including the Audited Financial Statement for 2006/07.
- **Capital and facilities projects** (optional): Highlight for parents and the school community progress on major facilities projects for the previous school year, as applicable, focusing on benefits to students.

Appendix

Requirements and Sample Format for Accredited Private School Education Plan

The list below and format that starts on page 3 of this section contain the requirements for education plans for 2006/07 – 2008/09. Private schools may wish to use this information as a checklist, even if they choose to use a format of their own design. All elements are required, unless otherwise identified.

- **Message from the Accredited Private School Chair (optional)**
- **Accountability Statement.** Must be phrased as follows:
  The Education Plan for (*name of private school authority*) for the three years commencing September (year) was prepared under the direction of the private school authority's Board of Directors in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. This Education plan was developed in the context of the provincial government's business and fiscal plans. The Board of Directors is committed to achieving the results laid out in this plan.
- **Publication.** Private schools must post their education plans on their Websites by May 31st (for this year, extended to June 23, 2006). Indicate how the education plan was or will be communicated to the public.
- **Foundation Statements.** Vision and mission – required; principles and beliefs – optional.
- **A Profile of the Private School** (optional).
- **Provincial Goals, Outcomes, Strategies, Performance Measures and Targets.** See sample layout starting on page 3 of this section that shows the provincial goals, outcomes, performance measures and targets that

Requirements and Sample Format for Accredited Private School Education Plan

The list below and format that starts on page 3 of this section contain the requirements for education plans for 2006/07 – 2008/09. Private schools may wish to use this information as a checklist, even if they choose to use a format of their own design. All elements are required, unless otherwise identified.

- **Message from the Accredited Private School Chair (optional)**
- **Accountability Statement.** Must be phrased as follows:
  The Education Plan for (*name of private school authority*) for the three years commencing September (year) was prepared under the direction of the private school authority's Board of Directors in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. This Education plan was developed in the context of the provincial government's business and fiscal plans. The Board of Directors is committed to achieving the results laid out in this plan.
- **Publication.** Private schools must post their education plans on their Websites by May 31st (for this year, extended to June 23, 2006). Indicate how the education plan was or will be communicated to the public.
- **Foundation Statements.** Vision and mission – required; principles and beliefs – optional.
- **A Profile of the Private School** (optional).
- **Provincial Goals, Outcomes, Strategies, Performance Measures and Targets.** See sample layout starting on page 3 of this section that shows the provincial goals, outcomes, performance measures and targets that

must be included in the education plan for 2006/07 – 2008/09. See the chart on page 2-6 for an at-a-glance list of performance measures required by Alberta Education.

Notes:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- Targets are required as results for survey measures are available, as follows:
  - Target for 2006/07 if there are two years of results
  - Target for 2006/07 and 2007/08 if there are three years of results
  - Targets for all three years of the plan if there are four or more years of results
- Multi-year results for non-survey measures are provided by Alberta Education to include in the plan and use to set targets.
- The required provincial outcomes and survey measures in the tables that follow may be adapted to reflect the perspective or focus of the private school but must retain the same general intent.

- **For provincial goals and outcomes, identify appropriate local strategies.** Additional local outcomes and performance measures (optional).
- **Budget Highlights**
- **Highlights of capital and facilities plans** (optional).

Provincial Goal One: High Quality Learning Opportunities for All
Outcome 1.1: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.				
• Teacher, parent and student satisfaction with the overall quality of education in Alberta.				
• Teacher, parent and student satisfaction with access and timeliness of services for students in the school.		—	—	—
Strategies				

Outcome 1.2: Schools provide a safe and caring environment for students.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.				
Strategies				

Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Annual dropout rate of high school programs (for high school programs). • Percentages of teachers, parents and students who agree that services and supports for children at risk are easy to access and timely (for K-9 private schools).				
Strategies				

Outcome 1.4 Students complete programs.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• High school completion rate of students within three years of entering Grade 10 (for high school programs).				
Strategies				

Provincial Goal Two: Excellence in Student Learning Outcomes
Outcome 2.1: Students demonstrate high standards.

Performance Measures			Last Actual 2004/05 A | E**	Target 2006/07 A | E**	Target 2007/08 A | E**	Target 2008/09 A | E**
			(Acceptable and Excellence results below are percentages)			
• Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentages who achieved the standard of excellence on provincial achievement tests.	Grade 3:					
	Language Arts	Priv. School				
		Province	82 | 16	84 | 18	84 | 18	85 | 18
	Mathematics	Priv. School				
		Province	80 | 26	83 | 30	83 | 30	83 | 31
	Grade 6:					
	Language Arts	Priv. School				
		Province	77 | 15	82 | 18	82 | 18	82 | 18
	Mathematics	Priv. School				
		Province	78 | 18	80 | 21	80 | 21	80 | 21
	Science	Priv. School				
		Province	80 | 26	82 | 27	82 | 27	82 | 27
	Social Studies	Priv. School				
		Province	78 | 22	80 | 22	80 | 22	80 | 22
	Grade 9:					
	Language Arts	Priv. School				
		Province	78 | 14	80 | 16	80 | 16	80 | 16
	Mathematics	Priv. School				
		Province	68 | 20	70 | 21	70 | 21	70 | 21
	Science	Priv. School				
		Province	67 | 13	68 | 13	TBD	TBD
	Social Studies	Priv. School				
		Province	71 | 18	75 | 21	75 | 21	75 | 21
	Overall:					
		Priv. School				
		Province	76.1 | 18.9	78.4 | 20.7	TBD	TBD
Strategies						

Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measures			Last Actual 2004/05 A | E**	Target 2006/07 A | E**	Target 2007/08 A | E**	Target 2008/09 A | E**
			(Acceptable and Excellence results below are percentages)			
• Percentage of students who achieved the acceptable standard and the percentage who achieved the standard of excellence on diploma examinations.	English 30-1	Priv. School Province	89 | 18	*	*	TBD
	English 30-2	Priv. School Province	89 | 10	*	*	TBD
	Social Studies 30	Priv. School Province	85 | 24	86 | 24	TBD	TBD
	Social Studies 33	Priv. School Province	85 | 18	85 | 18	TBD	TBD
	Pure Math 30	Priv. School Province	81 | 26	*	TBD	TBD
	Applied Math 30	Priv. School Province	88 | 22	*	*	TBD
	Biology 30	Priv. School Province	82 | 27	*	*	TBD
	Chemistry 30	Priv. School Province	88 | 33	*	TBD	TBD
	Physics 30	Priv. School Province	84 | 28	*	TBD	TBD
	Science 30	Priv. School Province	88 | 22	*	*	*

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Diploma examination participation rate (for high school programs).				
• Percentages of grade 12 students eligible for Rutherford Scholarships (for high school programs).				

Strategies

* Prior results are not comparable from year to year – target will not be set until more years of comparable data are available.

** "A" = Acceptable; "E" = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. TBD = Target will be set when more years of data are available.

Outcome 2.2 Students are well prepared for lifelong learning.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• High school to post-secondary transition rate within four years of entering Grade 10 (for high school programs). • Percentages of teachers, parents and students satisfied with preparation for lifelong learning (for K-9 schools).				
Strategies				

Outcome 2.3 Students are well prepared for employment.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.				
Strategies				

Outcome 2.4 Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Teacher, parent and student agreement that students model the characteristics of active citizenship.				
Strategies				

Provincial Goal Three: Highly Responsive and Responsible School Authority
Outcome 3.1 The school authority demonstrates effective working relationships with partners and stakeholders.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Teacher and parent satisfaction with parental involvement in decisions about their child's education.				
Strategies				

Outcome 3.2 The school authority demonstrates leadership and continuous improvement.

Performance Measures	Last Actual	Target 2006/07	Target 2007/08	Target 2008/09
	(Results below are percentages)			
• Percentage of teachers and parents who indicate that the school has improved or stayed the same in the last three years.				
• Percentages of teachers who agree that professional development opportunities made available through the private school are focused on priorities and effectively address their ongoing professional development needs.		—	—	—
Strategies				

Appendix

Revised Reporting Requirements for November 2006 Private School AERR

The 2006 Annual Education Results Report includes the following components:

- A **message** from the board chair (optional)
- An **accountability statement**, worded as follows:
  The annual education results report for ***(name of private school authority)*** the ***(year)*** school year was prepared under the direction of the board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our authorities. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.
- Information on how the report was or will be communicated to parents and the school community.
- Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including provincially funded initiatives and programs (e.g., AISI, SHIP, High Speed Networking, ECS) as appropriate.
- Report the private school authority's **performance measures results** in relation to their goals, outcomes and targets, including:

- the most recent five years of authority and provincial results for provincial achievement tests[2], diploma exams and Rutherford Scholarship rates, including PAT results for all subjects and grades and participation rates for diploma exams (revised), and
- the 2005/06 results in relation to school private school authority and targets for that year; for provincial achievement tests, also report the provincial target for 2005/06
- assessment of results, (improved, no change, declined; met or did not meet target) and contextual information, such as factors affecting performance
- results for all measures in the 2005-08 education plan
- five years of results for new measures developed by Alberta Education and provided to accredited private schools: annual drop out rates, high school completion rates, diploma exam participation rates and high school to post-secondary transition rates.

Notes:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- For Accountability Pillar survey measures, results from the Accountability Pillar Survey, rather than the school's own surveys, must be reported. Survey results may be used to report on local measures.

- Identify **future challenges**, including areas for improvement and how the authority will address these.
- **Summary of Financial results**
  - provide key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves
  - include program expenditure information in a table or graph format for the primary audience – parents and other members of the community
  - indicate how the reader can access additional information, including the Audited Financial Statement for 2005/06.

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[2] For PATs, cohort reporting is required; reporting results for writers is optional.

- the most recent five years of authority and provincial results for provincial achievement tests[2], diploma exams and Rutherford Scholarship rates, including PAT results for all subjects and grades and participation rates for diploma exams (revised), and
- the 2005/06 results in relation to school private school authority and targets for that year; for provincial achievement tests, also report the provincial target for 2005/06
- assessment of results, (improved, no change, declined; met or did not meet target) and contextual information, such as factors affecting performance
- results for all measures in the 2005-08 education plan
- five years of results for new measures developed by Alberta Education and provided to accredited private schools: annual drop out rates, high school completion rates, diploma exam participation rates and high school to post-secondary transition rates.

Notes:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- For Accountability Pillar survey measures, results from the Accountability Pillar Survey, rather than the school's own surveys, must be reported. Survey results may be used to report on local measures.

- Identify **future challenges**, including areas for improvement and how the authority will address these.
- **Summary of Financial results**
  - provide key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves
  - include program expenditure information in a table or graph format for the primary audience – parents and other members of the community
  - indicate how the reader can access additional information, including the Audited Financial Statement for 2005/06.

[2] For PATs, cohort reporting is required; reporting results for writers is optional.

- **Capital and Facilities Projects** (optional): highlight, for parents and the school community, progress on major facilities projects for the previous school year (if applicable), focusing on benefits to students.

Setting Targets for Performance Measures

Targets are relevant for performance measures at all levels of Alberta's learning system, including school, authority and provincial levels of performance. The information provided below relates specifically to accredited private school authority target-setting.

Definition

A target is a desired level of performance to be attained by a specified time. Targets are a commitment to improvement.

Purpose

Targets support continuous improvement and are used to assess and report achievement in relation to the desired level of performance. Targets indicate the extent of improvement the organization is striving to achieve by a point in time (e.g., by a certain year), and provide a focus for efforts to achieve improvement, including resource allocation, staffing and strategy development and implementation.

Targets are necessary for required measures in private school authority three-year plans. In their AERRs, school authorities assess their performance against targets they have set.

Principles

1. Targets for performance measures are a valuable part of planning, assessment and reporting.
2. Targets should be meaningful, achievable and challenging.
3. Targets should benefit students and help improve student learning.
4. Target setting should be an interactive process that takes a variety of qualitative and quantitative information into account. Private school authority and provincial performance over time provide a frame of reference for use in setting targets. Private school targets will vary from provincial targets, taking into

consideration school and community characteristics, past results and other information.

5. Targets should be communicated to parents and the community so that they can support school efforts to improve education for students.

Target Requirements for Required Measures

1. Targets need to be expressed quantitatively in relation to a whole (e.g., percentages, ratios).
2. Authority targets need to be set in relation to provincial targets and results, as well as to authority results.
3. Authority targets are required for measures for which there is historical data. Specifically: one-year targets when there are two years of data, two-year targets when there are three years of data, and three-year targets when there are four or more years of data.
4. Targets need to focus on improvement to attain a high level of performance.

Guidelines for Setting Targets

1. Consider a wide variety of information in setting targets: past performance, including trends over time on the measure under consideration as well as related measures (e.g., using prior years' Grade 3 achievement test results to set Grade 6 achievement test results), student or school characteristics, resources, both financial and human, that can be applied to achieve improvement, etc.
2. Target setting should be consistent with data collection methods. Data reliability and variability should be considered in target setting.
3. Involve stakeholders in setting targets at each level. Parent advisory councils, staff, and community members should have input in setting school-level targets.
4. When setting targets, prioritize to focus on areas needing improvement, and ensure organizational capacity and resources are in place, including budget, staff and concrete actions of benefit to student learning that will be taken to improve results and achieve the targets.
5. Set targets in relation to other targets, (i.e., measures that impact each other). For example, performance on achievement tests in Grade 3 has implications for performance in Grade 6 three years later.

6. Visual displays, such as trend-line graphs and projections, aid in illustrating results and in setting targets. Trend lines based on at least five years of historical data or rolling three-year averages to smooth out year-to-year variability (particularly evident in smaller authorities), shift the focus from smaller, year-to-year changes to providing information about the longer term direction of the data, including estimates of future results.

7. Professional judgment that takes the local context into account, as well as local and provincial results, is needed for setting targets. In other words, trend data, graphs and projections are an aid to target-setting – they do not in themselves determine the targets.

Planning and Accountability Terms

Accountability: An obligation to answer for assigned responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results.

Baseline: A set of data used as a starting point to measure changes over time using the same methodology.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: An issue is a condition that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A mission statement is a clear, concise description of a school private school authority's overall purpose and role. It gives direction to the programs and services that the authorities provides for its students.

Outcomes: Outcomes are measurable statements of what private school authorities and schools seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the private school authorities or school that gives context for the plan. Profiles include characteristics of communities, students, programs and location.

Strategies: Strategies are actions that private school authorities and schools take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Testing Related Terms

Test Equating: Test equating is a procedure that establishes the relationship between scores from two or more tests and places those scores on a common scale so that student test results from different forms can be directly compared. This procedure is usually applied in situations where multiple test forms, similar in content but possibly different in test difficulty, are administered on different test dates. A variety of different statistical procedures can be used to equate tests scores. Equated scores from different forms can be directly compared. Equated scores typically will represent the same level of achievement, no matter which form the student wrote.

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